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ABSTRACT

This publication describes a pilot instructional project in humanizing education undertaken by rural elementary schools in Cumberland County, New Jersey. The publication discusses the philosophy behind the program and the nature of the training conferences conducted for teachers and administrators; provides sample exercises, objectives, and activities of the curriculum used; and presents an analysis of the formative evaluation. The project planners believe that humanization of elementary schools might be increased if the individual child's self-concept were enhanced through improved ability to communicate. With this idea in mind, teachers choose as the basis for their curriculum the Human Development Program of Harold Bessell and Uvaldo Palomares and use many of the communication skill development ideas of Nicholas J. Anastasiow. Children participate in the "Magic Circle" and express themselves through bodily movement, art activities, and dramatics. Formative evaluation results are positive and show that participating children have become increasingly outgoing, considerate of others, and able to perform in the presence of strangers. Teachers indicate that program participation enabled them to see children as "whole people" and increased their understanding of children's problems and their consciousness of their own nonverbal behavior. (Author/RM)

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HUMANIZING EDUCATION BY IMPROVING COMMUNICATION

The Report of a Curriculum Project in Rural Elementary Schools

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PREFACE

This monograph describes a pilot instructional project in Cumberland County, New Jersey, which bears the title "Humanizing Education through the Communication Skills."

Alert teachers everywhere ask the question, "What can we do that's different, and hopefully better?" The planners of the Cumberland County project began their planning with the expressed desire to do something different, and also something to meet a prominent need in the rural area they serve.

The description of the project in humanization which follows indicates that the planners have indeed achieved something sufficiently different to attract the attention of persons concerned with improving education. Preliminary evidence from formative evaluation of the project suggests that children in the public elementary schools of the County are having improved educational experiences. The worth of these experiences will be determined further when the summative evaluation of the project has been completed. Often the concomitant effects of a project in curriculum and instruction have as much significance as the effects which the planners have anticipated. A major concomitant of the Cumberland County project has been the generation of unusual excitement among teachers and pupils about the worth of the project activities.

Special credit for the planning and operation of the project belongs to Dr. William D. Fenton, Superintendent of the Cumberland County Schools; Jean K. Nocon, County Helping Teacher, who coordinated the project; and Dr.

John N. Falzetta, Professor of Education, Glassboro State College, who, with the author, has served during the past several years as part-time consultant in the offices of the County Superintendent. Leon Trusty, of the Fairfield Township, New Jersey, Public Schools, advised the planners concerning project Funding; Dr. Patricia Horton, of the Educational Improvement Center, South Jersey Region, advised the project staff concerning evaluation techniques and Patricia Breyley analyzed the statistical data and developed the evaluation report. Additional advice and resource help were provided by educational consultants in the offices of the County Superintendent, as follows: Helen E. DuBois, County Helping Teacher; William E. Cervini, County Helping Teacher; Sophia B. Ghagan, Supervisor of Child Study; and John A. Millard, Sr., Career Education Coordinator.

Ronald C. Doll

Bridgeton, New Jersey

October, 1975

Chapter 1. A New Thrust toward Humane Education

Attempts to make education more humane constitute one of the current emphases in elementary and secondary education. When education is made more humane, it becomes warmer, more intimate, more affirmative, and more joyous. In a humane school, people care about each other and interact freely with each other. Specifically, in a humane setting learners have direct experience in showing interest in other people, in having success, in evaluating cooperatively, in inquiring and discovering, and in living closely with others. Teachers, meanwhile, give attention and praise to learners within an atmosphere of openness, friendliness, informality, and unihibited communication.

At its acme or optimum, this state of humaneness may be unattainable, but some educators in each generation press toward it. In doing so, they tend to lack consistency, continuity, and follow through in their efforts, or else they cannot enlist the active support of their followers and of other persons in their educational organizations. What they usually need is a comprehensive plan which teachers and children consider real, achievable, convincing, and stimulating.

Cumberland County, New Jersey, has a long history of attempting to interest teachers, administrators, and board of education members in making the public elementary schools of the County more humane. Several distinguished specialists in humane education have addressed teachers and other school personnel at county institutes, and several workshops on humanization have been conducted for the benefit of administrators and teachers. At the conclusion of each inservice experience, the response of

the professionals has been, "We agree with what's been said, but what can we do concretely now?"

Fundamentals of a Plan

To answer this question, in the autumn of 1973 the planners of in-service experiences in the office of the County Superintendent of Schools devised a multifaceted approach to humanization which was meant to include affective and cognitive experiences for pupils within a comprehensive curriculum design; inservice opportunities for teachers, administrators, and board of education members; and a system of evaluation and research. Before they were formalized in a concrete plan, the ideas in this approach were discussed with and approved by the administrators of the public schools in the County.

The thesis underlying this approach to humanization was that children consider their teachers and the other adults and peers in their environment humane if these persons listen to them and otherwise seem to honor and respect them, especially for their ability to perform significant tasks. This humane attitude causes the children to feel better about themselves and their potential. A category of abilities which is especially capable of improvement when one feels better about oneself is competence in communicating effectively with other people. The planners of the Cumberland County project hypothesized, then, that the individual child's self-concept, together with selected, related skills of communication, can be improved by means of a humane program of instruction which simultaneously emphasizes enhancement of the child's self-concept and improvement of his/her communication skills.

The planning group considered self-concept to be all the things a person believes are true about himself/herself. One's self-concept, they thought, is formed from the outside in; that is, one learns what one should presumably think of oneself by observing the responses of other people to oneself. It is important, therefore, that teachers and other adults respond "correctly" to a child to help build his/her self-concept. One's self-concept is in the process of changing throughout one's life, but the life stage at which a person's self-concept is most amenable to constructive change is probably the early years. Therefore a project in self-concept enhancement might well be concentrated in nursery school, kindergarten, and the first three grades.

The planning group observed further that the self-concept levels of minority group children and other disadvantaged children in Cumberland County, especially as these levels related to the children's ability to communicate with other people, were particularly low. The group believed that the children were learning communication skills less well than they were able to do, and that the children saw little meaning and usefulness in communication skill development as it was being managed by the teachers. Also, the planners felt that some of the teachers were convinced that disadvantaged children could simply not learn communication skills to any reasonable degree of achievement. To confirm or deny these views, a needs assessment procedure would be required before an instructional program could be put into effect.

Many of the ideas in the preceding paragraphs are supported directly by theoretical and research literature and other professional writing in

education. Written materials which, at the time of the initial planning, made the greatest impression on the planners were as follows:

1. From the Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, literature on self-concept development. For example, Virginia M. Macagnomi, Social Dimensions of the Self as an Open System: A Curriculum Design, 1970; William W. Purkey, The Search for Self: Evaluating Student Self-Concepts, 1968; Self-Concept Project, Title III, ESEA, Orange County Public Schools, Enhancement of the Self-Concept: A Case Study, 1971.

2. From the Human Development Training Institute, San Diego, California, a comprehensive program for achieving enhancement of self-concept. For example, Harold Besell, Theory Manual (1973 revision); also Geraldine Ball, Compiler, Magic Circle: an Overview of the Human Development Program, 1974.

3. From Abt Associates, Inc., 55 Wheeler Street, Cambridge, Massachusetts, a self-concept observation process. Specifically, Patricia Cook and Ruth Freedman, A Process for Observing Self-esteem in Children at the Dimock Street Preschool: A Inservice Training Manual, 1972.

4. From Education Research Associates, Amherst, Massachusetts, varied materials on humanization of schools. For example, Robert C. and Isabel L. Hawley, A Handbook of Personal Growth Activities for Classroom Use, 1972.

5. From the Institute for Child Study, Indiana University, Bloomington, suggestions concerning communication skill development. Specifically, Georgia Cooper and Nicholas Anastasiow, Moving into Skills of Communication, 1972. This is an ERIC document, ED 063 012, under Grant Number OE G-O

- 9 - 247053 - 3589 - 721, Bureau of Education for the Handicapped, Department of Health, Education, and Welfare, United States Office of Education. Also Nicholas J. Anastasiow, Oral Language: Expression of Thought (Newark, Delaware: International Reading Association, 1970).

Antecedents of the Cumberland County Project

The notion that humanization of elementary schools might be increased if the individual child's self-concept were enhanced through improved ability to communicate led the planners to search for seed ideas concerning helpful procedures for enhancing the self-concept while improving communication skills. The ideas of greatest immediate helpfulness seemed to be those of Harold Bessell and Uvaldo Palmoares in the area of self-concept enhancement, and of Nicholas Anastasiow in the area of communication skill development. The most serious problem was finding or developing ideas and materials which could relate the two areas in classroom practice.

Within the area of self-concept enhancement, Bessell and Palomares have noted that human beings need to receive attention, to be listened to, and to understand the reasons for doing what they are asked to do. They have expressed the need for a program of effective education to improve each child's self-concept, increase children's respect for other people, improve children's interpersonal communication skills, sensitize children to their own and others' emotions, help children realize that they experience all emotions in their unique ways, encourage children to develop flexible outlooks and behaviors, and help children become more in charge of and responsible for their behavior.[1]

1. Geraldine Ball, Magic Circle: An Overview of the Human Development Program. (LaMes, California: Human Development Training Institute, Inc., 1974), pp. 1-3

Accordingly, Bessell, Palmoares, and their aides have prepared a sequential program which capitalizes on the natural desire of people to speak and gain attention, to acquire the approval of others, and to understand themselves and their environments. Their Human Development Program combines content of interest to children with opportunities to learn positive social interaction skills. It presents major ideas about human behavior and interaction within three categories labeled (1) Awareness, (2) Mastery (self-confidence), and (3) Social Interaction. The primary way of working in the Program is through what a child called the "Magic Circle," a circular seating arrangement for interaction in which the ground rules are understood by participants, and in which spontaneity of comment and response is valued. Participants report their own experiences, and they are considered to be the sole experts concerning these experiences. As experts, they anticipate that they will not be "put down" by other persons when they report orally to them. "No one is ever probed, criticized or confronted in any way and no one moralizes to anyone else. In this way, everyone, even those who elect to say nothing, are [sic] valued for speaking and/or listening in the session. An atmosphere of cooperation and respect for each individual begins to develop and increase as the group meets each day."[2]

Inasmuch as the Human Development Program embodies no conscious attempt to improve communication skills in an organized fashion, the planners turned to the work of language arts specialists who have a strong interest in self-concept enhancement to acquire basic suggestions concerning communication

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2. Ibid., p.4

skill development with a human relations tone. Anastasiow and his associates appeared to be the specialists who met these requirements most closely. Cooper and Anastasiow have expressed the belief that a firm concept of self is the foundation stone on which the communication process is built. They note that communication skills establish and extend relationships between the self and others. These relationships properly include loving, respecting, giving, receiving, and trusting. Speaking and listening are primary ways of achieving human communication. Anastasiow and his associates have gone beyond orthodox uses of communication means by having children express themselves through bodily movement, the color and form of art expression, and the play action of dramatics. They are convinced that these modes of expression build a language background which, when it is synthesized by speech, tends to create a vital structure for thinking.[3]

In relating the Human Development Program to the work of Anastasiow and his associates, the planners desired to change the environment for classroom learning so that it became more humane. The spirit of the changed classroom environment should, they thought, be one of instilling self-confidence and willingness to try activities in human communication which seemed to teachers and children possible to do in practical situations. They believed that varied opportunities to succeed should be presented to learners, so that every child could succeed in several of a total list of exercises and experiences. These exercises and experiences could center particularly in speaking and listening. Gradually, the experiences could include writing as an additional, important means of expressing oneself successfully.

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3. Cooper and Anastasiow, Moving into Skills of Communication.

Pertinent Data from Research

Research literature has something to say about oral language development in an atmosphere in which the learner's self-concept is enhanced. For instance, both language comprehension and language production are clearly within the capacity and power of children themselves, but favorable environment increases capacity and power to the point of permitting young children to understand and speak complex sentences.[4] The classroom environment, as it affects language development, is seen by the learner in three terms: the teacher's way of speaking, the teacher's teaching style, and other children's ways of expressing themselves. Characteristically, the learner, like his parent, expects the teacher to "talk like a teacher."

As to teaching style, the teacher apparently does most to encourage language development in the classroom when he or she expects opinions to be exchanged freely, expects that personal matters are eligible for discussion, and jokes with learners. Helpful teachers accept what children have to say, assist them in clarifying their feelings, praise them, and support them in their experimentation with ideas and expressions which are new to them.[5] In short, these teachers assume less the roles of authority figures and more the roles of genuine helpers. Above all, they do not reject children's ways of speaking as being illiterate or otherwise inferior. They know that their own ability to communicate with children depends significantly on their

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4. Geraldine E. Hynes, "Effects of Complexity of Environmental Language on Children's Sentence Production and Understanding," The Speech Teacher 20 (March 1971), p. 121.

5. See, for example, Ned A. Flanders, "Teacher Influence, Pupil Attitudes, and Achievement," research monograph (mimeographed), University of Michigan, Ann Arbor, 1962; and John Whitehall, "The Development of a Technique for the Measurement of Social-Emotional Climate in the Classroom," Journal of Experimental Education (September 1963).

willingness to listen to them and to accept their expressions as representing at least a current, possible way of speaking.[6]

Teachers are actually less effective than children's peers in establishing and maintaining children's speech patterns. Peer influence increases with age, but it is strong even among young children, partly because if pervades out-of-school as well as in-school situations. Both language loyalty sentiments and acculturation pressures help to strengthen this influence.[7] More specifically, the presence of peer culture, social stratification, ethnic differences, and colloqualism is likely to create several speech patterns within a classroom. For the sake of enhancing self-concept, it is important that neither a child's teacher nor his classroom peers denigrate his way of expressing himself.

At the same time, the child, his teacher, and his fellow pupils should recognize that non-standard English, while useful and acceptable in local situations, needs supplementing with standard English. Brooks has suggested that the teacher convey the following message to the individual pupil:

> I accept you and your language. Use it when you need it for communication with your family and friends. But, if you really want to be a free and successful participant in other areas of this American life, why not learn the language spoken there: standard English? [8]

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6. Aaron Lipton, "Classroom Behavior: Messages from Children," Elementary School Journal 71 (February 1971), pp. 224-261.

7. Richard A. Diebold, Jr., "The Consequences of Early Bilingualism in Cognitive Development and Personality Formation," a paper presented at Rice University, Houston, Texas, 1966.

8. Charlotte K. Brooks, "Some Approaches to Teaching Standard English as a Second Language," in William A. Stewart, Editor, Non-Standard Speech and the Teaching of English. (Washington, D.C.: Center for Applied Linguistics, 1964).

The educational outcome which the teacher seeks is the development in children of willingness and ability to talk and work with others, of ability to use language effectively in varied situations, and of enhanced self-image resulting from increased competence in communication.

A Three-pronged Thrust toward Increased Humanization

As has already been indicated on page 2, the recent attempt in Cumberland County to achieve increased humanization in the schools has been multifaceted, involving (1) creation of a viable curriculum design; (2) provision of inservice opportunities for teachers, administrators and board of education members; and (3) development of a system of evaluation and research to determine the effectiveness of the entire pilot project. Each of these facets will be discussed at length in subsequent pages, following discussion in Chapter 2 of the project's environmental and human setting. For the present, the facets are summarized below:

(1) Creation of a viable curriculum design. The curriculum of the project has consisted chiefly of the Human Development Program's exercises for developing awareness, mastery, and social interaction, and of pupil experiences within themes titled Getting Ready for Better Speaking, Writing, and Listening; Communicating to Develop in Individual Children Awareness of Themselves and their Environment; Communicating to Develop in Individual Children Self-confidence and a Sense of Mastery; and Communicating to Improve Social Interaction. The Human Development Program's exercises are printed in the

Program's manuals for teachers.[9] The pupil experiences in communication under the themes Getting Ready for Better Speaking, Writing, and Listening; Communicating to Develop in Individual Children Awareness of Themselves and their Environment; and so on appear in the manual Humanizing Education through the Communication Skills, prepared in 1975 by Ronald C. Doll, with the assistance of Cheryl D. Walker.[10]

(2) Provision of inservice opportunities. Inservice activity for teachers began with a summer workshop of two weeks' duration in August 1974, and continued with work conferences during the school year 1974-1975. In addition, each teacher was visited in his or her classroom by a consultant or a county helping teacher, under a system of monitoring, during the spring of 1975.

Administrators of the public schools in Cumberland County had their first inservice opportunity under terms of the project during the workshop for teachers in August 1974. They spent two-and-a-half days in concentrated inservice activity at Atlantic City, New Jersey, during September 1974. During the remainder of the 1974-1975 school year, they conferred with and assisted the county helping teachers and the consultants in project matters, attended project dinner meetings with members of their boards of education, and were eligible to attend the work conferences for teachers which were conducted during the scholastic year.

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9. For example, Harold Bessell and Geraldine Ball, Methods in Human Development: Activity Guide for Pre-school and Kindergarten. (El Cajon, California: Human Development Training Institute, Inc., 1972). Similar guides are available from the same source for use in other grades, to be used consequent to a Human Development Program training institute.

10. Published by the Cumberland County Office, New Jersey Department of Education, 19 Landis Avenue, Bridgeton, New Jersey 08302. Provisions have not been made for sale and distribution of the manual.

Board members were kept informed about the project at special dinner meetings as well as at regular board of education sessions.

(3) Development of a system of evaluation and research. The evaluation and research component of the project was, along with the curriculum planning and inservice activities, initially funded under the Emergency School Aid Act, with emphasis on reducing the disadvantage of minority group children. The proposal for funding stated three objectives:

Objective 1: To design and develop an inservice program, emphasizing the process of developing self-concept and communication skills, for administrators of the target rural districts, to make them aware of the problems teachers have in instructing minority group pupils whose needs have not been included in the preparation of the traditional curriculum.

Objective 2: To design, develop, and conduct an inservice program, emphasizing understanding and skill development in the areas of self-concept and communication, for approximately 45 kindergarten-through-third-grade teachers, supported by their administrators.

Objective 3: To develop and implement a curriculum design which addresses itself to the need of educationally deprived children for enhanced self-concept, to be achieved by improving their communication skills.

Chapter 2. An Environmental and Human Setting for Educational Reform

Cumberland County lies at the southwestern tip of New Jersey. Situated along the Delaware Bay and the Delaware River, the County contains more than five hundred square miles of land (most of it less than one hundred feet above sea level) devoted productively to agriculture, to manufacture of clothing and glass, and to food processing, packaging, sand mining, and trucking. Land use in Cumberland is differentiated as follows: twenty-nine percent farmland, thirty-seven percent forest, twenty-four percent residential, nine percent public, and one percent industrial. An additional one hundred seventy square miles of territory consists of water and of tidewater marshes.[11]

According to United States Census figures, the population of Cumberland County in 1970 was 121,374. The average population density per square mile was then 242.7 persons, compared with an average for the populous State of New Jersey of 953.1 persons. More than seventy-three percent of the County's residents lived in three cities: Bridgeton, Vineland, and Millville. The 1970 census figures revealed further that nearly fourteen percent of the population were black; about six percent were Spanish-spearking, and more than eighty percent were white or other. The average age of Cumberland County residents in 1970 was lower than the average of residents of the State as a whole. More recently, the New Jersey Department of Labor and Industry has projected for the County a twelve percent population increase by 1980.[12]

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11. Credit for much of the information concerning the County and its schools is due the authors of a document on career development plans prepared recently under auspices of the Cumberland County Career Education Coordinating Council.
12. United States Census, 1970.

The mean household income in 1970 was $9,065, and the median was $8,175. The County has been one of the counties of the State with the highest rate of unemployment. In May 1973, the unemployment rate was more than eight percent, while the national rate was five percent. Male participation in the work force has been markedly greater than female participation. In the three cities, minority work force participation has been about equal to participation by Whites, but in the rural areas (the site of the pilot project), minority work force participation has been lower.

Studies show that Cumberland County residents tend to accept employment within the County. In 1970, only about twelve percent of workers commuted to places of employment outside the County -- a figure which is unusually low for the State of New Jersey. The County abounds with outdoor recreation opportunities, but it is necessary for residents to travel to Philadelphia and other nearby cities in the East to enjoy significant cultural facilities and programs.

There are about thirteen hundred miles of roads in Cumberland County. Most of these miles represent urban streets, but nearly as many miles of roadway run through the tidewater marshes along the southern coast.

In light of the facts above, one can easily understand why eighty percent of the County's physical potential is said to be underdeveloped, and why rich opportunities for development lie ahead. Unlike many weary, much-trod political subdivisions in the East, Cumberland is in many respects fresh and new despite its early founding in 1675, when its present lands were purchased from the Indians, and its subsequent establishement, in 1748, as a

county named for the Duke of Cumberland. In "pioneer" environments of this kind, unspoiled by real or imagined sophistication, one finds some of the most fertile ground for educational change.

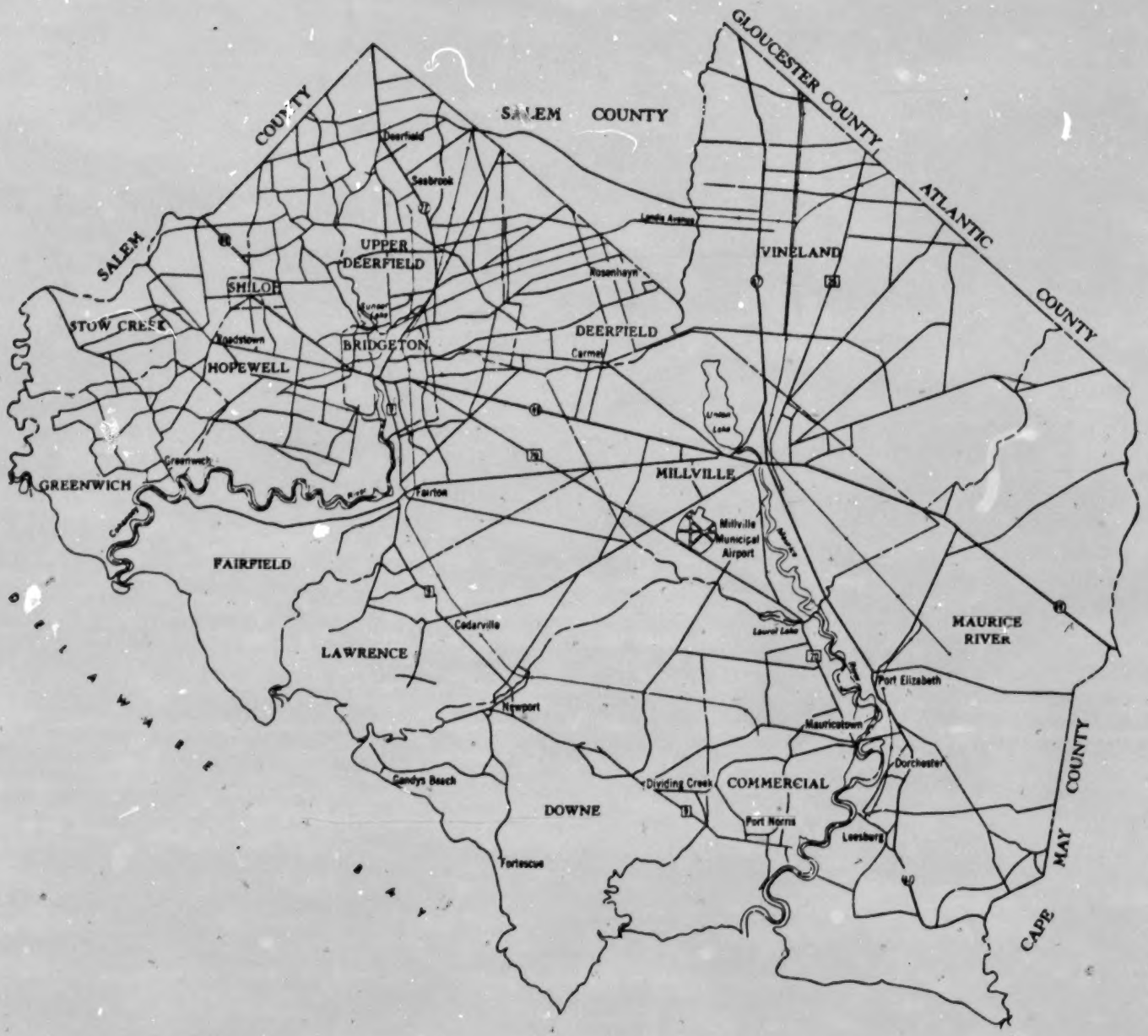
Education in the County

The accompanying map of Cumberland County, which indicates cities and townships in large print, identifies the school districts of the County. These districts number fourteen, as follows:

District	Educational Levels Served
The City of Bridgeton	Pre-K - 12 *
Commercial Township	K - 8
Deerfield Township	K - 8
Downe Township	K - 8
Fairfield Township	Pre-K - 8
Greenwich Township	K - 8
Hopewell Township	K - 8
Lawrence Township	K - 8
Maurice River Township	K - 8
The City of Millville	Pre-K - 12
Shiloh Borough	K - 8
Stow Creek Township	K - 8
Upper Deerfield Township	K - 8
The City of Vineland	Pre-K - 12

* The designations are Pre-Kindergarten-through-Twelfth Grade, Kindergarten-through-Eighth Grade, and so on.

Map of Political Subdivisions, Cumberland County, New Jersey



In addition, the Cumberland County Vocational-Technical Center serves the entire County, accommodating pupils in grades ten through twelve, and in post-secondary education. Cumberland County College is a public, comprehensive, two-year institution offering associate degree programs in the liberal arts and sciences and in several occupational fields. Kindergarten-through-eighth grade schools currently send their children for secondary education to districts which have high schools. The Cumberland County Regional School District, intended to serve grades nine through twelve of seven rural districts, was formed during late 1974.

Of the school districts in the list above, the following have been involved in the pilot project: Commercial, Downe, Fiarfield, Greenwich, Hopewell, Lawrence, Maurice River , Stow Creek, and Upper Deerfield. The three cities of Bridgeton, Millville, and Vineland, necessarily designated non-rural under terms of the project, were not included. The remaining districts chose not to participate.

The discussion which follows will concentrate on profiding information concerning those school systems which have involved themselves in the project, and concerning functions of the Office of the County Superintendent of Schools.

The following table provides basic information about the participating systems:

School System	Number of Schools	Number of Teachers, including Librarians, Autumn, 1974	Title of Chief Administrative Officer
Commercial	2	43	Superintendent
Downe	2	26	Administrative Principal
Fairfield	2	52	Superintendent
Greenwich	2	13	Administrative Principal
Hopewell	2	44	Administrative Principal
Lawrence	1	26	Administrative Principal
Maurice River	3	32	Administrative Principal
Stow Creek	1	13	Administrative Principal
Upper Deerfield	2	54	Superintendent

During recent years, the assistance provided teachers and the educational materials supplied them in these school systems have increased and improved. Working conditions for teachers are better than they were several years ago. The teachers are less well paid than the teachers in many school districts in New Jersey. Nevertheless, many teachers in the schools of Cumberland County demonstrate a real and continuing desire to help children. Therefore their classrooms have become hopeful places in which to try promising new ideas.

Class size in the County's elementary schools is generally reasonable, especially in consideration of the help which is available under special grants and under county auspices. A major source of assistance is the County Helping Teachers, who are state employees assigned to the schools by the Office of the County Superintendent and affiliated with that Office for planning and operation. The Helping Teachers are educational consultants who create ideas, initiate planning, and assist principals and teachers in

anticipating and solving varied instructional problems.

The Office of the Cumberland County Superintendent of Schools has also a Supervisor of Child Study. The offices of the county superintendents in New Jersey have benefited from the work of supervisors of child study for a number of years, the New Jersey Child Study Program having had a long tradition in the State. The supervisors assist school districts in meeting the needs of children with learning disabilities and other handicaps. Among the Cumberland County school districts involved in the pilot project, Commercial, Fairfield, Greenwich, Hopewell, Lawrence, Maurice River, Stow Creek, and Upper Deerfield Townships have child study teams. Characteristically, a team consists of a psychologist, a learning disabilities teacher consultant, a social worker, and a consulting physician.

In addition, the Office of the Cumberland County Superintendent employs a Career Education Coordinator. The Coordinator works with each school district in promoting career and vocational programs for children from kindergarten through the twelfth grade.

Rural school districts of limited resources like those involved in this project need a variety of services which are now provided by the Office of the County Superintendent of Schools. Thus the Cumberland County Superintendent has on his staff a Transportation Coordinator and a Librarian in charge of the County Film Library, which distributes specialized instructional materials to the public schools. The Office of the County Superintendent relieves local school districts of a number of obligations, such as arranging for the state certification of teachers, and serves in advisory and resource capacities. The educational level of the County's school districts

has been raised by the special funding, the materials, and the resource help which the County Superintendent and his staff have succeeded in procuring.

In an environment which has both marked strengths and serious weaknesses, some of the specific needs of persons who work and learn in the schools of the County require careful assessing before an additional project in instructional improvement can be undertaken.

An Assessment of People's Needs

An assessment of the particular needs of persons working and learning in the schools of Cumberland County was undertaken in connection with the evaluation-research thrust of the project. The evaluation-research design of the project was based on certain assumptions about the status of pupils, teachers, and administrators. The first assumption was that many minority group children and other disadvantaged children in the schools of the County had poor self-concepts. The second assumption was that the low self-esteem of these children tended to generate below-normal achievement in communication skills. The third assumption was that this below-normal achievement of numbers of children tended to affect unfavorably their teachers' expectations concerning the children's ability to learn -- especially to learn communication skills. The fourth assumption was that some administrators tended to think about the children's learning ability in much the same ways as the teachers. The fifth assumption was that some teachers and administrators were partially unaware of important considerations relative to human learning and cultural differences.

Underlying the evaluation-research design was the experience of curriculum workers elsewhere in effecting educational change. For instance, curriculum planners have found that educational change results from altering the thinking and valuing of the professionals who manage and operate the curriculum. If changes are to occur in the curriculum of a school, the ideas and beliefs of the persons responsible for the changed curriculum must be in conformity with and supportive of the changes. It is important, therefore, that "curriculum truths" be learned by teachers and other adults who are in contact with learners before the learners can be exposed to them effectively. Two important media of adult education concerning the curriculum are co-operative curriculum planning and organized inservice education. The Cumberland County project has used thses two media extensively.

The following is a listing of the five assumptions made during the spring and summer of 1974, with a detailing of the benchmark evidence to support each assumption. Each assumption was made, prior to treatment of an experimental group of children, as part of the total needs assessment which justified initiation of the project.

Assumption 1: Many minority group children and other disadvantaged children in the schools of the County have poor self-concepts.

Classroom teachers and county helping teachers observed the behavior of minority group and other disadvantaged children. In following guides to behavior observation previously used in instances of this kind, they considered the following specific behaviors, which they saw with some frequency, to be indicative of low self-esteem:

Showing reluctance to participate in classroom activities
Demonstrating hyperactivity "at the wrong times"
Seeking attention by interrupting ongoing work
Doubting one's ability to retain information, to summarize, and otherwise to help the group
Failing to listen, and therefore failing to follow directions
Diverting attention from oneself by putting others down
Remarking frequently "I can't" and "I don't want to"

The teachers' observations seemed to confirm the assumption that many disadvantaged children in the participating schools had low self-estimates of themselves.

Assumption 2: The low self-esteem of these children tends to generate below-normal achievement in communication skills.

This assumption proved difficult to support directly, as a matter of cause and effect. Only when the children talked about their limited learning of communication skills did the investigators gain cues which indicated that low self-esteem was often at the heart of the children's difficulties.

It was true that the minority group and the other disadvantaged pupils performed less well on standardized tests than children of obvious advantage. For example, comparisons were made of the achievement levels of minority group and majority group children. In September 1974, forty-three of the forty-six black children in the fourth grade of School A achieved below the fourth grade level in a standardized reading test; none was above the fourth grade level. Of the forty-nine white children in the same grade of the same school, fourteen scored at the fourth grade level, and six scored above it.

In October 1974, the mean grade level score in the vocabulary section of the Iowa Tests achieved by black fourth graders in School B was 3.2. For children of Puerto Rican background, the mean grade level score was 3.5. For Whites, it was 3.8.

In October 1974, the percentage of black fourth graders in School C who achieved, in the reading section of the Iowa Tests, a mean grade level score of 3.9 or above was sixteen. The percentage of white fourth graders in the same school who achieved a mean grade level score of 3.9 or above in the same section of the Tests was twenty-four.

The comparative records of minority and majority group children in the other participating schools were similar.

Assumption 3: The below-normal achievement of numbers of children tends to affect unfavorably their teachers' expectations concerning the children's ability to learn -- especially to learn communication skills.

In discussion groups at the 1974 summer workshop, participating teachers expressed their reactions to the following articles concerning the learning potential of minority group and other disadvantaged children:

> Jerry Vogel, "Learning and Self-Esteem: You Can't Have One Without the Other," which appeared in Learning in March 1974
>
> Robert Rosenthal and Lenore F. Jacobson, "Teacher Expectations for the Disadvantaged," which appeared in Scientific American in April 1968
>
> Stanley Coopersmith, "Studies in Self-Esteem"

In many instances, the teachers expressed frustration with the difficulties one has in trying to teach slow and recalcitrant learners the basic skills they need even for survival. Some of the teachers doubted much of what they had read in the three articles.

In early October 1974, after they had worked in classrooms with Human Development Program materials, the participating teachers recalled their status prior to the summer workshop as having been characterized by relative unawareness of children's feelings and relative lack of understanding of

children's problems. They felt that formerly they did not see children as whole persons, that frequently they did not bother to look at children while they talked with them, and that they were largely unconscious of children's non-verbal behavior. In short, the teachers generally agreed that their expectations concerning children had been affected adversely by their knowledge of the children's failure to achieve well in school.

Assumption 4: Some administrators tend to think in much the same ways as the teachers concerning disadvantaged children's ability to learn.

Evidence to support this assumption was gathered chiefly during county conferences for administrators. One of these conferences, which was specific to the self-concept theme, was held in Ocean City, New Jersey, on May 20 and 21, 1974. During the conference, the administrators read Coopersmith's "Studies in Self-Esteem," and responded in writing to the following request: "Define some of the characteristics of mentally healthy, fully functioning persons."

Then the administrators received a worksheet on which the first request was, "Describe some factors in your school which may prevent a child from becoming a fully functioning person." A second request was to identify and describe manifestations of the pupil behaviors in the administrators' schools which they could find in the following list:

1. Name calling
2. Difficulty in working in groups
3. Low tolerance or appreciation of people's individual differences
4. Poor work habits while studying independently
5. Failure to reach one's potential in learning given content
6. Answer-guessing to replace thinking
7. Disturbance because of family instability
8. Dependence on authority

Finally the administrators read Vogel's "Learning and Self-Esteem: You Can't Have One Without the Other," and answered in writing the question, "How well would this approach, as an idea, work in your school?" Each administrator then devised a plan for putting Vogel's idea into effect with a group of three to five teachers or classes.

Group discussions following these exercises seemed to reveal that some administrators thought similarly to the teachers, as the teachers' thinking is described under Assumption 3, above.

Assumption 5: Some teachers and administrators are partially unaware of important considerations relative to human learning and cultural differences.

This assumption was based on an analysis of the teachers' and administrators' academic preparation, and of their less formal inservice experiences of recent years. The evidence seemed to indicate that neither the teachers nor the administrators could have had, prior to their participation in the project's inservice activities, the full understanding that thorough involvement in the work of the project could provide.

This assessment of people's needs, based on five assumptions, seemed to the planners to justify launching the project, and to supply cues for creation of an evaluation-research design to gauge the project's success.

Chapter 3. New Experiences for Children and Adults

The needs assessment described in the preceding chapter revealed the necessity for new curriculum and inservice experiences for pupils, classroom teachers, and school administrators. The primary thrust of the pilot project was naturally toward curriculum change. This change could occur by providing for pupils attractive new experiences in the affective and cognitive domains. Inasmuch as the efforts and attitudes of teachers and administrators directly condition curriculum for children, the subject matter of teachers' and administrators' inservice education must be the new curriculum content for children. Similarly, members of the boards of education of participating school districts must be oriented concerning the purposes and procedures of the project.

Curriculum Content and Procedures New to the Cumberland County Schools

The Human Development Program offered the essential new curriculum content and procedures in self-concept enhancement. The basis for communicating ideas and feelings in the Human Development Program is the Magic Circle idea. The Magic Circle is a discussion circle made up of children and an adult -- a circle in which encouraging, helpful things can happen to individual children. Participating teachers were introduced to this idea, under the three major themes of Awareness, Mastery, and Social Interaction, during the August 1974 workshop.

Awareness consists of awareness of self and sensitivity to others. Mastery involves achievement of self-confidence and personal effectiveness. Social interaction embodies comprehension of social situations and tolerance

of others. As an overriding concept, self-esteem is seen in the Human Development Program as consisting of realistic and optimistic viewing of oneself in a context of wholesome relationships with others.

To be more explicit, awareness results in one's becoming a more authentic self by dealing adequately with negatives like repression, denial, withdrawal, overcompensation, and projection. Mastery supplies power of a constructive kind, eschewing negatives like defiance, revenge, stealing, and lying. Social interaction that is wholesome prizes attention to people, acceptance and approval of them, and affection for them. Desirable social interaction avoids maladaptives like destruction of property; formation of antagonistic coalitions like gangs or cliques; illegitimate strivings for status, privilege, recognition, or leadership; interpersonal behavior that is too exclusive, controlling, or impersonal; and aggression against the self by retreating from strife, showing unwillingness to invest one's feelings in a relationship, and antagonizing others as a defense against hoping for approval and against suffering disappointment.[13]

The Human Development Program's curriculum for the Pre-School and Kindergarten level and the curriculum for Grade Two are outlined below as examples of the total curriculum of the Program. The curriculum is now available through the sixth grade, but the initial interest of the project planners was in experiences for children through grade three.

Pre-School and Kindergarten Activity Guide

Unit 1: Six Weeks on Awareness: Feelings, Thoughts and Behavior
Week 1: Feeling Good
Week 2: Pleasant Thoughts

13. See Harold Bessell and Uvaldo Palomares, Methods in Human Development: Theory Manual. (San Diego, California: Human Development Training Institute, 1973), passim.

Week 3: Positive Behavior
Week 4: Feeling Good
Week 5: Pleasant Thoughts
Week 6: Positive Behavior

Unit 2: Six Weeks on Mastery
Week 7: Mastery in Personal Hygiene
Week 8: Mastery in Motor Coordination
Week 9: Mastery in Numerical Comparisons
Week 10: Mastery in Performance Skills
Week 11: Mastery in Counting
Week 12: Mastery in Perceiving Colors

Unit 3: Six Weeks on Social Interaction
Week 13: How Other People's Behavior Affects Me
Week 14: How My Behavior Affects Others
Week 15: Learning About Cooperation
Week 16: Acquiring Social Skills
Week 17: Learning to Offer Kind Behavior
Week 18: Learning to Ask for Kind Behavior

Unit 4: Six Weeks on Awareness
Week 19: Feeling Good
Week 20: Pleasant Thoughts
Week 21: Positive Behavior
Week 22: Feeling Good and Feeling Bad
Week 23: Pleasant and Unpleasant Thoughts
Week 24: Positive and Negative Behavior

Unit 5: Six Weeks on the Development of Mastery
Week 25: Mastery and Language
Week 26: Mastery and Personal Hygiene
Week 27: Mastery in Motor Coordination
Week 28: Mastery in Numerical Comparisons
Week 29: Mastery in Performance Skills
Week 30: Mastery in Counting and Numerical Recognition

Unit 6: Six Weeks on Social Interaction
Week 31: Understanding How Other People's Behavior Affects Me
Week 32: Understanding How My Behavior Affects Others
Week 33: Learning About Sharing
Week 34: Learning About Respecting the Rights of Others
Week 35: Learning to Offer Kind Behavior
Week 36: Learning to Ask for Kind Behavior

Level II (Second Grade)

Unit 1: Three Weeks on Awareness
- Week 1: Good Feelings and Bad Feelings
- Week 2: Pleasant and Unpleasant Thoughts
- Week 3: Positive and Negative Behavior

Unit 2: Three Weeks on Mastery
- Week 4: "My Powers to Be and Do"
- Week 5: "How I Got What I Needed"
- Week 6: "How I Got Into Trouble"

Unit 3: Three Weeks on Social Interaction
- Week 7: Getting and Giving Approval
- Week 8: Getting and Giving Disapproval
- Week 9: Getting Attention

Unit 4: Three Weeks on Awareness
- Week 10: Exposure to Awareness Activities
- Weeks 11 and 12: Experience with Awareness Through Children's Choice and Child Leadership

Unit 5: Three Weeks on Mastery
- Week 13: Exposure to Mastery Activities
- Weeks 14 and 15: Experience in Mastery Through Children's Choice and Child Leadership

Unit 6: Three Weeks on Social Interaction
- Week 16: Exposure to Social Interaction Activities
- Weeks 17 and 18: Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 7: Three Weeks on Awareness
- Week 19: Exposure to Awareness Activities
- Weeks 20 and 21: Experience with Awareness Through Children's Choice and Child Leadership

Unit 8: Three Weeks on Mastery
- Week 22: Exposure to Mastery Activities
- Weeks 23 and 24: Experience in Mastery Through Children's Choice and Child Leadership

Unit 9: Three Weeks on Social Interaction
- Week 25: Exposure to Social Interaction Activities
- Weeks 26 and 27: Experience with Social Interaction Activities Through Children's Choice and Child Leadership

Units 10, 11, and 12 are identical, respectively, with Units 7, 8, and 9.

Experiences using the Magic Circle are exemplified below for the Pre-School and Kindergarten level and for Grade Two:

Pre-School and Kindergarten

1. An awareness experience: Discussion of the theme "I Can Show You Something I Feel Good About," or the theme "I Can Tell You Something That Makes Me Feel Good," or the theme "I Can Tell About a Time When I Felt Very Good."

2. A mastery experience: Discussion of the theme "I Can Figure Things Out," or the theme "I Can Name Things and Use Words," or the theme "I Can Use Things."

3. A Social interaction experience: Discussion of the theme "I Can Cooperate With You Putting On and Taking Off a Jacket," or the theme "I Can Show How to Answer the Phone," or the theme "I Can Tell What Someone in the Group Did That I liked."[14]

Grade Two

1. An awareness experience: Discussion of the theme "I Felt Good and Bad About Something," or the theme "Something Makes Me Feel Good," or the theme "Something I Wish For."

2. A mastery experience: Discussion of the theme "I Was Able to Get What I Needed," or the theme "The Worst Trouble I've Been In," or the theme "If I Could Do Anything I Wanted To Do."

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14. From Harold Bessell and Geraldine Ball, Methods in Human Development: Activity Guide for Pre-School and Kindergarten. (ElCajon, California: Human Development Training Institute, Inc., 1972).

3. A social interaction experience. Discussion of the theme "I Did Something That Somebody Liked," or the theme "I Did Not Know How To Ask For Something," or the theme "How I Felt When I Did Not Get Attention."[15]

The skills in the areas of thinking, responding, and discussing which are especially useful to children who work in the Magic Circle are those of active listening, focusing on feelings, giving recognition, paraphrasing what others have to say, reviewing, focusing on similarities and differences, involving everyone, and transferring leadership. Participants in the Magic Circle are expected to follow precise rules:

1. Each person may have a turn to speak if he/she wishes to.
2. Everyone will listen to the person who is speaking, without any interruptions, and they will accept the speaker's feelings by not confronting him/her in any way.
3. Each person will stay in their own space, and,
4. Destructive behavior such as "put-down" remarks will not be accepted or allowed to continue. (Put-downs make any group experience unsafe. It doesn't matter who is put down, because any put-down means we are all vulnerable. If someone laughs, all must be able to share the fun or it is unsafe. When silence feels comfortable, it is safe.[16]

Personnel of the Human Development Program continue to search for improved group process and human relations methods of enhancing the self-concept of the individual child.

A very useful end-of-the-day exercise for increasing children's self-esteem is "strength bombardment." While they are assembled in the Magic Circle, the

15. From Harold Bessell, Methods in Human Development: Activity Guide, Level II. (LaMesa, California: Human Development Training Institute, Inc., 1972).

16. Geraldine Ball, Magic Circle: An Overview of the Human Development Program, p.22.

children and their mentor take turns at telling what they like about a member of the group, and repeat the exercise for each member until everyone has heard a series of favorable comments about himself/herself. Each person tends to leave the Circle feeling much better than when he or she entered it.

The ideas and materials of the Human Development Program have been useful in the Cumberland County project for generally enhancing self-concept, but they were not intended to improve, except in a peripheral way, children's communication skills. To this end, the planners felt a need, in line with the ideas of Anastasiow and others, for new curriculum materials to relate the Human Development Program's activities to concrete development of communication skills. The author of the present monograph, with the assistance of Cheryl D. Walker, prepared a series of communication exercises under four themes:

Theme One: Getting Ready for Better Speaking, Writing, and Listening

Teacher's General Objective: To prepare children for better speaking, writing, and listening through emphasizing respect for children's differences in rhythms and styles of personal communication.

Specific Objective One: To prepare children for communication activities by encouraging them to engage in gross movement according to their individual styles.

Specific Objective Two: To prepare children for communication activities by encouraging them to engage in more refined movement according to their individual styles.

Specific Objective Three: To prepare children for communication activities by encouraging them to create and respond to personalized rhythms of speech.

Theme Two: Communicating to Develop in Individual Children Awareness of Themselves and Their Environment

Teacher's General Objective: To help children develop skill in speaking, writing, listening, and reading with an emphasis on increased awareness of their own nature and the nature of persons and events around them.

Specific Objective: To help children develop communication skills through experiences that increase their awareness of themselves and the persons and events in their environment.

Theme Three: Communicating to Develop in Individual Children Self-confidence and a Sense of Mastery

Teacher's General Objective: To help children develop skill in speaking, writing, and listening with an emphasis on increased self-confidence and a sense of mastery.

Specific Objective One: To help children develop communication skills through experiences that emphasize their understanding of their own ability to communicate.

Specific Objective Two: To help children develop communication skills through experiences that emphasize their success and feeling of success in communicating.

Theme Four: Communicating to Improve Social Interaction

Teacher's General Objective: To help children develop skill in speaking, writing, and listening through an emphasis on improving social interaction between individual children and the persons in their world.

Specific Objective One: To help children develop communication skills through experiences which emphasize their ability to respect and value themselves as a basis for interacting with others.

Specific Objective Two: To help children develop communication skills through experiences which emphasize their appreciation of the personalities and life styles of other people.

Specific Objective Three: To help children develop communication skills through experiences which emphasize their understanding of what constitutes realistic and constructive interaction among people.[17]

17. Ronald C. Doll, Humanizing Education through the Communication Skills.

Theme One follows Anastasiow's idea that children can and should be prepared for communicating by moving their bodies as they engage in varied activities that require large-muscle and small-muscle movement. The remaining themes follow the Human Development Program's own themes of Awareness, Mastery, and Social Interaction.

The document Humanizing Education through the Communication Skills provides exercises at three educational levels: kindergarten through the second grade, grades three through five, and grades six through eight. The reason for preparing exercises through the eighth grade was that, though the evaluation-research proposal related to the work of children through the third grade, several additional teacher participants in the project taught children at the upper levels of the elementary school.

The following excerpts from Humanizing Education through the Communication Skills which were prepared for kindergarten and the first two grades offer a sampling of the communication skill development materials used in the project:

THEME ONE:
GETTING READY FOR BETTER SPEAKING, WRITING, AND LISTENING

EDUCATIONAL LEVEL: KINDERGARTEN THROUGH SECOND GRADE

Teacher's General Objective: To prepare children for better speaking, writing, and listening through emphasizing respect for children's differences in rhythms and styles of personal communication.

Strategies for Teachers

Specific Objective One: To prepare children for communication activities by encouraging them to engage in gross movement according to their individual styles.

1. Watch your children as they walk, run, climb, hop, etc. Watch the tempo and rhythm of all their ways of locomotion. If you observe their movements as you ponder their individual differences, you will learn something of their needs and their abilities.

2. Assemble the children at one end of a large room or other open space. Select a child who has "good rhythm." Ask him or her to move at will, hopping, running, etc. Ask the other children to follow, moving as they individually wish. Emphasize the fact that each person properly and desirably moves in his or her own way.

3. Again, assemble the children at one end of large room or other open space. Select a child at a time who has a noticeably different rhythm. As each child walks about in the open space, compose and sing an extemporaneous song which goes with the child's movement. Ask the children whether the movement suggests a giant, a fairy, a machine, or what. Be sure to approve the movement, whatever its nature.

4. If possible, make motion pictures of the gross physical movements of several individual children. Show the films. Ask other children to make descriptive comments and/or compose descriptive songs and poems about the movement in each case.

Experiences for Children	Media Needed
1. A few at a time, the children walk, run, hop, move on all fours, and otherwise show their individual styles of locomotion.	A large space: playground, all-purpose room, or gymnasium.
2. One child serves as "model." The other children imitate, without being "corrected" by the teacher, what the demonstrating child does. The child who does the modeling or demonstrating responds to the rhythms tapped out on a drum by the teacher or another child.	A large space. A drum.
3. The individual child walks as he or she pleases. The other children, who make comments about the child's way of moving, do so to describe the movement, not to criticize it adversely. Individual children try creating songs to describe movement.	A large space.
4. Selected individual children "perform" before the camera. Other children view the resultant motion pictures. Then they prepare and report their descriptions of the movement of each performing child. They describe rather than criticize adversely.	A large space. A motion picture camera, with film. A motion picture projector and screen.

THEME ONE:
GETTING READY FOR BETTER SPEAKING, WRITING, AND LISTENING

EDUCATIONAL LEVEL: SIXTH GRADE THROUGH EIGHTH GRADE

Teacher's General Objective: To prepare children for better speaking, writing, and listening through emphasizing respect for children's differences in rhythms and styles of personal communication.

Strategies for Teachers

Specific Objective One: To prepare children for communication activities by encouraging them to engage in gross movement according to their individual styles.

1. The ways your youngsters handle large balls (basketballs, footballs, volley balls, playground balls, and the like) in the process of playing active games provide you with cues regarding the rhythm of their gross physical movements. Arrange for your class an intramural game of volley ball, basketball, touch football, or another game of your choice involving the use of large balls. As you watch the game, make note of rhythms and styles of ball handling, e.g., in throwing and catching, used by individual pupils. Watch also for large muscle movement in running, turning, dodging, and other game-related physical activities. Keep the record for comparison as you study small muscle and speech rhythms and styles of the same individuals.

2. Provide individual pupils with opportunities to display physical prowess in several large muscle activities while you and the other pupils watch. Use uniform activities for all participants so that you and your class can observe comparatively the rhythms and styles of movement exhibited by individuals. Possibilities are shooting baskets, batting baseballs, and hitting golf balls. Ask for noncritical comments by members of the class about the differences among the rhythms and styles.

3. If possible, make motion pictures of the gross physical movements of individual pupils. Show the film. Ask all the pupils to make oral or written summary statements describing, but not criticizing unfavorably, the differing rhythms and styles of movement.

Experiences for Children	Media Needed
1. The pupils play the designated game without inhibition or interference by the teacher, who may be either the regular classroom teacher or a specialist in physical education. In the latter case, the regular classroom teacher is free entirely to observe.	The necessary large space. Game equipment, including the appropriate large ball.
2. The pupils perform the designated physical tasks individually in series. If, for example, there are three tasks, an individual pupil performs all three tasks consecutively within the same block of perhaps five minutes. Pupils who are not performing at a given time take note mentally and possibly on paper, of the characteristic rhythms ands tyles of movement they observe. They describe these rhythms and styles noncritically by oral means and in writing.	The necessary large space. Several kinds of physical education or sports equipment, depending on the nature of large muscle activity used. Materials for writing.
3. As in number 2, above, the pupils perform designated physical tasks like shooting baskets, batting baseballs, and hitting golf balls. The same rules apply. This time, a motion picture camera makes an exact record of physical movements. All pupils make oral and written summary statements about the similarities and differences in rhythms and styles which the film reveals.	The necessary large space. Motion picture camera, with film. Motion picture projector and screen. Materials for writing.

Strategies for Teachers

Specific Objective Two:
To help children develop communication skills through experiences which emphasize their appreciation of the personalities and life styles of other people.

1. The theme of this experience is: "I see how they look, and I like what I see."

Find in a magazine or elsewhere a picture of children in a group who are obviously of different backgrounds and races. Ask your children to name each child in the picture. Talk with your children, using the chosen names, about the similarities of the children, and about their differences. Show respect for both the similarities and the differences.

2. The theme of this experience is: "I see how they work, and I like what I see."

Ask your children to work on an on-going project or in a regular classroom activity involving manipulative skills. The project or activity involving manipulative skills. The project or activity may range from stringing beads to getting furniture and equipment moved in preparation for a classroom event. Ask two or three children at a time to stand aside to watch how the other children work. Talk with the observers about what the other children did to make the work proceed and succeed, commending the actions of individual children.

3. The theme of this experience is: "I see how differently they act, and I appreciate the differences."

Suggest to your children words like walk, talk, and laugh which have non-specific images until they are acted out by a walker, a talker, and a laugher. Ask individual children to act out the meanings of these and other action words, one word at a time. Talk with the class about the fact that each work seems to mean something a little different to everyone. Express appreciation of the differences, and encourage your children to do likewise. Convey the idea that people are different in their ways of acting, whatever they try to do.

Experiences for Children	Media Needed
1. The children view the pictures and name the children in them. They talk with you about how the children look alike and how they differ in appearance. Following your lead, they speak favorably about the similarities and the differences.	1. Pictures clipped from periodical material.
2. The children manipulate objects. A few at a time become observers of the manipulators. The observers join you in talking about how well the manipulators have done.	2. Materials of your choice for manipulation.
3. The children note the words you suggest, and act out the meanings of the words. They talk with you about the variations in the meanings given, showing appreciation of the differences.	3. Chalkboard or other facility for listing action words.

Related Inservice Experiences for Adults

The strategies for teachers and the experiences for children, as described in the preceding section of this chapter, require so much school time and so much effort by teachers, even when they are used selectively, that they must be understood and appreciated by the adults in charge of the schools. Prior to that, however, the adults must become convinced that the rationale and the purposes of the strategies and experiences are worthy and acceptable. Thus, both affective and cognitive changes in adult human beings are necessary. These changes can be made to occur only by providing for the adults appropriate, helpful educational experiences.

Near the end of the scholastic year 1973-1974, public school administrators in the rural districts of Cumberland County were made aware of the philosophy underlying the proposed new instructional project which came to be titled "Humanizing Education through the Development of the Communication Skills." On May 20 and 21, 1974, the annual principals' conference at Ocean City, New Jersey, was devoted to this purpose. The objectives of the conference were: (1) To increase our awareness of the nature and the significance of self-concept development, and (2) To describe and discuss curriculum planning activities for developing self-concept through improving communication skills. The initial discussions centered about the importance to self-concept development of empathy, defined as understanding of others in depth; respect, defined as feeling for the unique capabilities of other people; and warmth, defind as caring, loving, and willingness to increase one's investment in the lives of others. The psychological viewpoints of

Lecky, Rogers, Snygg, and Combs provided the basis for a phenomenological approach which emphasized the role of conscious self-concept in determining and individual's behavior. The administrators were exposed to experiences like those which are described on pages 26-27.

On the evening of May 21, Dr. Betty Siegel, Dean of Continuing Education, University of Florida, addressed members of the boards of education of the County concerning the importance of self-concept development in young children.

The object of the May 20 and 21 inservice experiences was to increase sensitivity and understanding in a non-threatening atmosphere. As soon as the project was funded, plans were made for a similarly non-threatening workshop for teachers in the rural schools. During the week of August 12 to 16, 1974, Dr. Uvaldo Palomares presented the content and methods of the Human Development Program to about thirty teachers. During the following week, Dr. John Falzetta and the author of this monograph directed workshop activities in the development of communication skills. Each of the teachers who participated in the workshop was paid a stipend at the rate of twenty-five dollars a day. Administrators of the schools represented by the participating teachers were invited to observe the workshop proceedings.

This workshop was so important to the launching and the ultimate success of the project that a detailing of the workshop activities is necessary.

Monday, August 12

Overview of the project
Community-building activities (strategies used for getting acquainted)
Discussion of "Teacher Expectations for the Disadvantaged," by Robert Rosenthal and Lenore Jacobson
Listening to a Rosenthal-Jacobson Tape; discussion

Tuesday, August 13 through Thursday, August 15

Philosophical and psychological foundations of the Human Development Program
Introduction of the Magic Circle idea
Practice in using the Magic Circle
Clinic sessions for troubleshooting
Gaming and activities related to the Human Development Program
Review of understandings re affective education and human relations education

Friday, August 16

Preliminary planning for implementing the Magic Circle idea
Practice with children in using the Magic Circle
Feedback and evaluation of the first week of the workshop

Monday, August 19

Written evaluation of the previous week's activities
Whole-group session on bridging the gap between self-concept enhancement and communication skill development
Practice in using the Magic Circle; debriefing of participants
Introduction to listening skill development: Hilda Taba's categorization of listening behaviors
Practice in listening in dyads; memoriter listening; listening to achieve focus; listening to assure meaning
Distribution of a listening guide

Tuesday, August 20

Report to the workshoppers of written evaluation results
Demonstration of classroom meetings for release of feelings and for problem-solving
Introduction of values clarification by use of values-laden situations
Practice in listening skill development

Wednesday, August 21

Making back-home implementation plans, by educational levels and for individual classrooms
Discussion of standard and non-standard speech; demonstration
Practice in dyads to help teachers model standard speech while not denigrating non-standard speech
Summary of data about listening and speaking as human communication

Thursday, August 22

Discussion of and practice in movement as human communication
Practice with children in using movement as human communication
Final preparation of plans for implementation
Inspection of literature concerning self-concept enhancement and communication skill developement

Friday, August 23

Exploring uses of roleplaying and brainstorming
Review of workshop content
Final written evaluation of the workshop
Completion of personal vouchers

Each of the thirty-one teachers who attended the August workshop prepared an implementation plan which expressed "What I want to do," "What problems I see ahead," and "Possibilities for solving these problems." During early September, teachers and classrooms in the rural schools were divided, for research and evaluation purposes, into X and Y groups. Teachers who had attended the August workshop, and who constituted the X, or experimental, group, were urged to utilize the Magic Circle idea. The Y, or control, teachers were paired individually with X teachers. Both X and Y teachers were asked to reserve September 30 for an Observational Skills Work Conference.

On September 26, 27, and 28, Dr. Palomares directed, for the benefit of school administrators in the rural districts of the County, a conference at Atlantic City designed to orient the administrators further to the Human Development Program. The conference activities during a two-and-a-half day period were as follows:

Thursday, September 26

Presentation of an overview of the program
Formation of dyads for listening activity. Each partner was given a topic for discussion, with immediate feedback being given the partner.
Formation of inner-outer circles. Six to eight people formed a group to discuss a given cue, the object being to give persons in the outer circle experience in observing.
Large-group interaction concerning the following cue: "My Favorite Place"
Organization of a blind trust walk. Pairs were formed , one person being the leader and the other "blind". The object is to give the "blind" partner a rich sensory experience, simultaneously creating in him trust in his partner's leadership.
Lecture-discussion on awareness and mastery levels of the Magic Circle
Practice in using the Magic Circle; debriefing of participants
Strength bombardment, in which each participant gave a positive attribute to his/her neighbor on the right

Friday, September 27

Values clarification activity: "Twenty Things I Love To Do"
Use of inner-outer circles
Practice in using the Magic Circle; debriefing of participants
Use of the spelling test procedure. Two groups were formed. Each group was given the same spelling test, one in a sympathetic environment, and the other in a hostile environment. The results were charted and discussed. The effects of the two differing environments were analyzed, and the adverse effect of hostility was noted.
Lecture-discussion concerning use of the Magic Circle in improving social interaction
Debriefing session for the county staff and the consultants concerning Thursday's activities

Saturday, September 28 (A.M.)

Lecture-discussion concerning culturally different children
A social interaction activity. The consultant told a story which merged into a problem-solving activity. Participants were asked to involve others in their decision making. They found this procedure productive
Written evaluation of the total conference
Debriefing session for the county staff and the consultants concerning Friday's and Saturday's activities

On September 30, Dr. Palomares conducted a work conference on observational skills to be used by teachers in assessing children's self-concept status and development. He worked with the control group (Y) teachers during most of the morning, and with the experimental group (X) teachers during the afternoon. A makeup session for absentees from the September 30 session was provided on October 11. A booklet titled Developmental Profiles, published by the Human Development Program, was made the instrument to be used during the scholastic year 1974-1975 for evaluating each child's status and development in the three central areas of awareness, mastery, and social interaction. Teachers in both the X and the Y groups were asked to use the developmental profile charts contained in the booklet to make records for individual children on October 7, November 18, January 6, February 17, March 31, May 12, and a day during the last week of school.

On October 8, a work conference on communication skill development for teachers in the experimental group began with practice and observation centered in the themes: "A time when someone listened well to me," "A time when I listened well to someone," and "Something I worked hard at." The teachers and the consultants arranged an ordered list of communications which are important in achieving overall, effective human communication. Exercises included opportunities to report accidents accurately, and to focus listening on a single topic amid competing topics. The teachers rated instances of communication along a six-point continuum.

Shortly after the middle of the scholastic year, the teachers in the experimental group received copies of the communication guide Humanizing

Education through the Communication Skills. This guide became the foundation of communication skill development within four themes: movement, awareness, mastery, and social interaction. Following initial trial of the guide under supervision of the County Helping Teachers, Dr. Falzetta and the Helping Teachers conducted, on April 14, 1975, the first half of a work conference at which the guide was studied according to educational level and theme, was evaluated by the teachers, and was considered further with respect to objectives to be achieved, means of implementation, and media to be used. During the remainder of the April 14 work conference, Dr. Palomares related the guide to activities in the Human Development Program, and then practiced the Magic Circle with the teachers.

On the morning of April 14, while Dr. Falzetta and the Helping Teachers were working with classroom teachers of the experimental group, Dr. Palomares was reviewing with administrators of the rural schools some of the essentials of the Human Development Program, and hearing the administrators' reactions to use of Human Development Program ideas in their schools. Dr. Falzetta subsequently oriented the administrators to the communication skills guide and to evaluation and research activities which were part of the project.

Additional convocations of teachers in the experimental group occurred on April 24 and May 30. On the former date, Dr. Betty Siegel worked with the teachers on the topic "Humanizing Education," and again addressed the members of boards of education. On May 30, a conference of X group teachers and consultants dealt with evaluation of the communication skills guide.

During several days in May, monitoring of classroom activities involving X group teachers was conducted by Dr. Falzetta, the County Helping Teachers, and the author. Monitoring was considered to be a means (1) of assisting teachers who were participating in the project as experimental group personnel, and (2) of making certain that the Magic Circle idea and the related communication exercises were being used in X group classrooms. The act of monitoring consisted of visiting classrooms during the school day to observe, to ask teachers questions, and to respond to the teachers' own questions. While in classrooms, the monitors watched the Magic Circle idea and the communication exercises being used; searched for evidence that they had been used in the classrooms during the recent past; participated with teachers and children in project-related activities; and conferred with the teachers about the helpfulness of project ideas and materials, and about their problems and needs in using the ideas and materials.

As the preceding narrative indicates, the scholastic year 1974-1975 was filled with inservice activity for three groups of participating personnel: the X group teachers, the Y group teachers, and the school administrators. Special effort was made by the project planners to keep individual participants constantly in touch with the objectives and main ideas of the project, and to prevent them from becoming isolated from other participants. The planners saw the great significance of keeping school administrators in contact with the project, its participants, and each other. The value of carefully-conducted group activity became obvious, and so did the need of individual participants for personalized attention. Above all, perhaps,

the inservice plan functioned because it was a master plan, conceived at least in broad outline at the outset, and modified in detail as circumstances required.

Chapter 4. Formative Evaluation of the Project

When the Cumberland County project was originally proposed, an evaluation design of a true experimental nature was formulated. When the receipt of supporting funds was delayed, the sums spent on workshops and other inservice activities made careful pretesting of the experimental population impossible. Accordingly, the evaluation activities which were eventually conducted during the 1974-1975 scholastic year should be considered formative.[18]

The magnitude of the project and the need for adoption and invention of better evaluation instruments has, in fact, made this circumstance advantageous. Experimentation with elements of a formative evaluation system during 1974-1975 has resulted in learnings which should improve the eventual summative evaluation. Some of these learnings are noted in the following pages.

Evaluation during 1974-1975 has concentrated on the <u>feasibility</u> of what is being done under terms of the project. It has also provided a glimpse of the <u>effectiveness</u> of what is being done. When it was originally planned, the evaluation of the project was intended to answer three questions:

1. To what extent have the objectives of the project been met?

2. How is the curriculum content of the project, at pupil level and adult level, better (or worse) for pupils, teachers, and administrators than the ordinary or routine content?

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18. Formative evaluation consists of collection and interpretation of evidence during the development of a project. This evidence is useful in determing the final form of the project. Summative evaluation, on the other hand, is the "final" evaluation conducted when the project has been substantially completed.

3. What side effects has the project had, and how are these side effects better (or worse) than the previous condition in the schools? The formative evaluation conducted during 1974-1975 has answered each of these questions in part.

Elements of the Evaluation

As has already been indicated, the population of 707 pupils who participated in the project received no pretesting during the autumn of 1974. However, the Developmental Profiles of the Human Development Program were used at intervals during 1974-1975, and the Piers-Harris Self Concept Scale was administered near the end of the year.

Another element of the evaluation was introspective narratives prepared by teachers and administrators who had worked with the 707 pupils. A third element was teachers' reactions to the communication guide, Humanizing Education through the Communication Skills, which they had used with their pupils. A fourth, minor element was both controlled and informal observation conducted during the monitoring of classroom activities and during workshops and conferences.

During a second scholastic year of treatment and evaluation, the comprehensive, sequential evaluation system which was originally planned should be put into effect, subject to amendments which the year of experience with formative evaluation has suggested. The system should incorporate pretesting and posttesting in self-concept status and pertinent communication skills.

Use of a Standardized Instrument

The Piers-Harris Children's Self Concept Scale, devised by Ellen V. Piers and Dale B. Harris, has been the instrument used in evaluating self-concept development. The reported retest reliability of the Piers-Harris ranges from .71 to .77, and the internal consistency from .78 to .93. Correlation of the Piers-Harris with similar instruments has yielded coefficients in the mid-sixties. Teacher and peer validity coefficients are about .40. A reviewer of the Scale for Buros' Seventh Mental Measurements Yearbook (1972) reports that the Piers-Harris is "psychometrically adequate," but that "the research use of the scale is emphasized, in contrast to applications for which the scale is not yet validated."[19]

In conjunction with the Piers-Harris Scale, the Developmental Profiles of the Human Development Program, a means of subjective assessment of gains and losses on six self-concept related personality factors, were utilized throughout the year 1974-1975. Whereas the purpose of the Piers-Harris Scale is to provide an objective assessment of self-concept, the Developmental Profiles are intended to produce subjective measures of gain or loss in self-concept. As an inservice device, the Profiles help teachers sharpen their ability to observe and understand children's behavior under a variety of circumstances.

To relate the results achieved by administering the Piers-Harris Scale with the combined effects of using the Developmental Profiles, a combination of Developmental Profile findings was made. Hereafter, this

19. Review by Peter M. Bentler in Oscar Krisen Buros, Editor, The Seventh Mental Measurements Yearbook. (Highland Park, New Jersey: The Gryphon Press, 1972), p. 306.

combination of findings will be called the Composite.

The evaluation effort at this stage consisted of summarizing the data, selecting relevant variables for study, and choosing and conducting statistical tests to answer the following questions:

1. Does either an experimental group (using the Magic Circle) or a control group (omitting use of the Magic Circle) score significantly better on the Piers-Harris Scale?

2. Does either group score significantly better on the Developmental Profiles?

3. Does level or frequency of Magic Circle experience affect Piers-Harris scores?

4. Does frequency of Magic Circle experience affect the Developmental Profile Composite?

5. Does ethnic derivation affect scores on the Piers-Harris? on the Composite?

6. Does grade level affect scores on the Piers-Harris? on the Composite?

7. Is sex related to performance on the Piers-Harris? on the Composite?

8. To what degree are the Piers-Harris and the Composite related?

The following statistical tests were used in this part of the evaluation: T-Test for Independent Means, Analysis of Variance, Point-Biserial Correlation, and Pearson Product-Moment Correlation.

Data were gathered and analyzed for grades two through seven and for

an ungraded group of pupils.[20]

Data concerning sex, grade, and ethnic composition of the entire group (population) studied, consisting of 707 pupils, are summarized in Table 1 through Table 4, below. Sex distribution is approximately equal. Spanish and "other" ethnic groups are poorly represented. Distribution of participating pupils peaks in the third grade and declines thereafter.

Frequency with which pupils participated in Magic Circle activities is summarized in Table 5.

Table 6 summarizes relevant means and standard deviations.

Table 1

Total Group Composition by Sex

Sex	Number of Students	Percentage of Entire Group
Unknown (Unreported)	3	0.4
Male	355	50.2
Female	349	49.4
Total	707	100.0

20. The analysis of data was conducted and reported by Patricia A. Breyley. The tables which appear in the following pages were prepared by Mrs. Breyley.

Table 2

Total Group Composition by Grade

Grade	Number of Students	Percentage of Entire Group
2	72	10.2
3	305	43.1
4	160	22.6
5	48	6.8
6	50	7.1
7	54	7.6
ungraded	18	2.5
Total	707	100.0

Table 3

Total Group Composition by Assigned Ethnic Group

Group	Number of Students	Percentage of Entire Group
Black	299	42.3
White	323	45.7
Spanish	9	1.3
Other	2	0.3
Unreported	74	10.5
Total	707	100.0

Table 4

Group Composition by Sex and Ethnic Group

Sex	Black	White	Spanish	Other	Unreported	Total
Unreported	0	0	0	0	3	3
Male	152	159	5	1	38	355
Female	147	164	4	1	33	349
Total	299	323	9	2	74	707

Table 5

Total Group Composition, by Experimental and Control Groups

Experimental and Control Groups - Magic Circle Use	Number of Students	Percentage of Entire Group
Unreported	14	2.0
None (Control Group)	430	60.8
Twice Weekly	60	8.5
Once a Day	180	25.5
Twice a Day	22	3.1
Improperly reported	1	0.1
Total	707	100.0

Table 6

Means and Standard Deviations for Analyses of Variance

Analysis of Variance		Magic Circle Usage Subgroups Subgroup 1	Subgroup 2	Subgroup 3	Subgroup 4
Magic Circle Usage by Piers-Harris	X	56.45	55.83	54.84	64.54
	S.D.	12.73	10.15	13.04	7.49
Magic Circle Usage by Composite	X	5.26	13.19	10.09	3.16
	S.D.	5.78	6.28	8.77	3.60

		Assigned Ethnic Group Black	White	Spanish	Other
Piers-Harris by Ethnic Group	X	55.60	56.03	57.00	55.00
	S.D.	10.78	13.95	8.23	25.45
Composite by Ethnic Group	X	6.84	8.10	7.08	11.00
	S.D.	7.73	7.02	9.86	8.48

Table 6 (cont.)

		Grade in School						
Piers-Harris by Grade		Two	Three	Four	Five	Six	Seven	Ungraded
	X	57.54	57.10	54.99	57.75	56.10	57.00	45.33
	S.D.	12.61	11 .74	14.24	13.73	10.56	10.84	10.72
Composite by Grade	X	8.39	6.53	9.71	6.33	5.84	6.50	0.07
	S.D.	4.32	7.13	9.38	6.22	6.88	1.83	0.27

Test Scores and Ratings

Scores on the Piers-Harris for the entire population ranged from 0 (unwilling to participate?) to 80, a perfect score. The mean for the entire population was 56.14. The mean for the experimental group (with Magic Circle experience) was 56.1414, and for the control group (without Magic Circle experience), 56.1495 -- approximately the same.

For every pupil who was studied, a Composite of Developmental Profile scores was computed by summing the pupil's gains and/or losses in ratings given by his or her teacher on the specified six dimensions (awareness of self, self-confidence, interpersonal comprehension, sensitivity to others, effectiveness, and tolerance). These ratings were made at the initiation of the project and periodically thereafter. Thus the Composites were computed on the basis of gains and losses for the entire year 1974-1975. Composite scores ranged from -17 to 44, within a range of -60 to 60, with negative scores indicating loss or regression. The mean Composite gain for the experimental group was 9.9034, and for the control group, 4.7093.

In the following pages, there are recorded results of statistical tests and analyses of variance. Statistical test results appear in Table 7, and analyses of variance, by variables, in Table 8.

Table 7

Statistical Test Results

Statistical Test	Variables	Value	Probability
T-Test for Independent Means	Experimental vs. Control on Piers-Harris	T=0.01	N.S.
	Experimental vs. Control on Composite	T=9.06	p .001
Analysis of Variance (One Way)	Magic Circle by Piers-Harris	F=4.054	p .01
	Magic Circle by Composite	F=36.955	p .001
	Ethnic Group by Piers-Harris	F=.094	N.S.
	Ethnic Group by Composite	F=1.117	N.S.
	Grade by Piers-Harris	F=3.102	p .01
	Grade by Composite	F=5.877	p .001
Point-Biserial Correlation	Sex by Piers-Harris	r_{pb}=-0.02	N.S.
	Sex by Composite	r_{pb}=-0.005	N.S.
Pearson Product-Moment Correlation	Piers-Harris by Composite	r=0.004	N.S.

Table 7 shows that statistically there was no difference in performance between experimental and control groups on the Piers-Harris ($T=0,01$, $p>.05$). However, there was a highly significant difference between Composite scores of the two groups ($T=9.06$, $p<.001$).

Table 8

Source Table for Analyses of Variance by Variables

Variables	Source	df	Sum of Squares	Mean Squares	F-Ratio	p
Magic Circle by Piers-Harris	Between groups	3	1896.0	632.00	4.054	0.007
	Within groups	688	107248.0	155.8837		
	Total	691	109144.0			
Magic Circle by Composite	Between groups	3	5098.8438	1699.6145	36.955	0.000
	Within groups	572	26306.9844	45.9912		
	Total	575	31405.8281			
Ethnic Group by Piers-Harris	Between groups	4	59.0	14.750	0.094	0.113
	Within groups	628	98594.0	156.9968		
	Total	632	98653.0			
Ethnic Group by Composite	Between groups	4	245.1094	61.2773	1.117	0.348
	Within groups	557	30568.8789	54.8813		
	Total	561	30813.9883			
Grade by Piers-Harris	Between groups	6	2872.0	478.6665	3.102	0.006
	Within groups	700	107999.0	154.2843		
	Total	706	110871.0			
Grade by Composite	Between groups	6	1836.6563	306.1094	5.877	0.000
	Within groups	584	30420.7461	52.0903		
	Total	590	32257.4023			

Level of Magic Circle usage was found to affect significantly pupils' performance on the Piers-Harris ($F=4.054$, $p<.01$). Means for each subgroup were as follows: Subgroup 1, no Magic Circle usage at all, 56.45; Subgroup 2, Magic Circle twice a week, 55.83; Subgroup 3, Magic Circle once a day, 54.84; Subgroup 4, Magic Circle twice a day, 64.54. Thus only twice a day frequency in the use of Magic Circle activities appeared to be better than no Magic Circle usage at all.

The level of Magic Circle usage was found to affect the Developmental Profile Composite even more significantly ($F=36.955$, $p<.001$). The means were as follows: Subgroup 1, 5.26; Subgroup 2, 13.19; Subgroup 3, 10.09; Subgroup 4, 3.16. Thus while, according to the Piers-Harris, Subgroup 4 emerged with the best self-concept, means for the Composite revealed that Subgroup 2 had improved most. The means for the Composite suggest that as Magic Circle usage declines (prior to the no usage level), magnitude of improvement increases.

Piers-Harris and Composite scores were affected negligibly by ethnic derivation ($F=.094$, $p>.05$ for Piers-Harris, and $F=1.117$, $p>.05$ for the Composite).

Grade level produced significant effects as registered by the Piers-Harris ($F=3.102$, $p<.01$) and by the Composite ($F=5.877$, $p<.001$). The effect of grade level on Composite was highly significant. Means for each grade level on the Piers-Harris were as follows: Grade 2, 57.54; Grade 3, 57.10; Grade 4, 54.99; Grade 5, 57.75; Grade 6, 56.10; Grade 7, 57.00; and ungraded, 45.33. The drop which occurred in the ungraded group contributed heavily to the overall effect. Means for each grade level on

the Composite were: Grade 2, 8.39; Grade 3, 6.53; Grade 4, 9.71; Grade 5, 6.33; Grade 6, 5.84; Grade 7, 6.50; and ungraded, 0.07.

Sex and performance on Piers-Harris (r_{pb}= -0.02) and on the Composite (r_{pb}= -0.005) were found to be unrelated.

The Pearson Product-Moment Correlation indicated that the Piers-Harris and Composite scores were not related (r=0.004).

When a frequency polygon was prepared for Piers-Harris scores, it proved to be negatively skewed. Thus it agreed with distributions of the Piers-Harris which were reported in Buros (1972), indicating that most children have a rather high-level self-concept. Similarly, the frequency polygon for scores on the Composite was slightly negatively skewed, showing that most children in the Cumberland County experiment improved modestly and a few improved markedly in self-concept.

Discussion

Surprisingly, a disagreement exists between results of the T-Test for Independent Means affecting experimental versus control groups on the Piers-Harris and the Analysis of Variance relative to Magic Circle by Piers-Harris (Table 7). The T-Test indicated that Magic Circle experience, which differentiated the experimental and control groups, was not a significant factor. The Analysis of Variance, however, indicated that level of Magic Circle experience is indeed a significant factor affecting Piers-Harris scores. This seeming contradiction may be explained by the fact that all levels of Magic Circle experience are combined to constitute the data for the experimental group, causing important level differences to cancel each other. Actually, level of Magic Circle experience significantly affects Piers- Harris scores. Though no clear trend emerged among the different levels or the frequencies of Magic Circle experience, Subgroup 4, which had Magic Circle experience twice a day, scored best. It is impossible to tell whether this effect was produced directly in the pupil; whether the effect was produced principally in the teacher and transferred thereafter to classroom atmosphere, teacher attitude, and/or tone of teacher-pupil interaction; or whether both were true.

The T-Test reveals that the difference between experimental and control groups on the Composite is highly significant. However, it is not possible to determine from these data whether a genuine effect was produced by the Magic Circle, or whether the effect is a consequence of altered perceptions and judgments on the part of teachers. This comment is not intended to denigrate teachers' judgments, but to suggest the limited reliability and

utility of the Developmental Profiles.

The Analysis of Variance for Magic Circle versus Composite scores supports the hypothesis that Magic Circle experience level significantly affects gains in self-concept.

The findings concerning ethnicity and self-concept are inconclusive.

Grade was found to be a significant factor affecting both the Piers-Harris and the Composite scores.

Scores on both the Piers-Harris and the Composite were found to be totally unrelated to sex.

No relationship was found between scores on the Piers-Harris and on the Composite. This result was anticipated, inasmuch as the pupils at the highest level of self-concept, for instance, are not necessarily the ones who gain most or least.

The data support the idea that there is no relationship between self-concept status and improvement in self-concept.

Teachers' and Administrators' Introspective Narratives

The following discussion concerns a second medium of evaluation. At the end of the 1974-1975 scholastic year, open-ended survey forms called introspective narratives were completed by teachers of the experimental population, and by administrators who had supervised these teachers.

Twenty-five teachers responded as follows to five questions (A through D_2) in the Teachers' Introspective Narrative:

A. Select a pupil in your class with whom you have been having trouble. Identify any changes you have noticed on your part toward that pupil which can be attributed to your participation in this project.

Became more tolerant and sensitive.	6
Developed deep concern for and awareness of child's feelings.	6
Gave more positive reinforcement.	4
Changed attitude toward the child.	4
Changed opinion of child's ability.	2
Better able to communicate with child.	1

B. Identify and describe any changes you witnessed on your part toward the class as a group.

Became a better listener.	9
Became more tolerant, sensitive, and understanding.	9
Became more observant of children and accepted each as a human being.	5
Became more aware of the feelings of others.	4
Changed teaching style -- less teacher centered.	3
Became more aware of uniqueness of children as individuals.	3
Became more positive in approach.	3
Became more able to express feelings to pupils.	3
Voice range has dropped.	2

C. Select a pupil from your class in whom you have noticed a change in attitude and/or behavior toward himself or herself which you can attribute to participation in this project. Describe this change.

Child gained self-confidence, self-understanding.	15
A normally shy child opened up and seemed to enjoy sharing his thoughts with others.	5
Child is better able to express feelings and reasons for actions.	5
Child is now accepted by a group and "belongs."	4
Child had speech problems which are practically nonexistent now.	2
Child learned to trust others.	2
Child became more tolerant of his peers.	2

D_1. Identify and describe any changes you witnessed on the part of a pupil toward another pupil.

Conflict ended and a good relationship exists.	9
Child seems to be more aware of feelings of self and others.	8
Have learned to listen to each other.	5
Child with problems is accepted by others.	4

Children have learned to be more tolerant of each other.	3
Child is beginning to explore and understand his feelings and attitudes and how they affect others.	3
Child learned to trust other pupils.	1

D_2. Select a pupil from your class in whom you have observed changes in attitude and/or behavior toward one or more of the following adult figures, providing this change can be attributed to participation in the project. Describe this change toward:

a. teachers, other than yourself;
b. administrators;
c. aides;
d. school auxiliary personnel;
e. parents;
f. adults from the community.

Child has greater respect for auxiliary personnel.	8
Child has greater respect for other teachers.	4
Child is better able to communicate with others.	4
Child has better rapport with administrators.	3

Four administrators responded as follows to five questions (A through E) in the Administrators' Introspective Narrative:

A. Identify and describe any change you experienced on your part toward a teacher which you attribute to your participation in this project.

More tolerant and understanding.	1
Increased sense of trust.	1
No significant change.	1

B. Identify and describe any change you experienced on your part toward your faculty as a group which you attribute to your participation in this project.

No changes.	2
Insight that staff members have different values and expertise in certain curriculum areas.	1

C. Identify and describe any change you witnessed in a teacher toward himself or herself which you attribute to participation in this project.

Teacher developed a more positive self-image and more confidence.	2
Teacher seems to be less critical of others.	1
Teacher seems to be better able to accept criticism and appears to be more critical of himself/herself.	1

D. Identify and describe any change you witnessed or observed in a teacher toward his or her class which you attribute to participation in this project.

Teacher became more conscious of individual needs of her pupils.	1
Teacher used a more positive approach.	1
Teacher unknowingly caused pupils to develop an unrealistic image of themselves because of his/her total involvement in the "circle" idea. It was his/her "life line."	1
Teacher demonstrated more emphasis on feelings of others.	1

E. Identify and describe any change you witnessed or observed in a teacher toward an individual pupil which you attribute to participation in this project.

Teachers seemed to be more open in their attitudes toward pupils.	1
Teacher seemed to be more affectionate.	1

Teachers' Reactions to the Communication Document

A third evaluation medium was a questionnaire used by some of the teachers to give their reactions to the communication document. Twenty-one teachers of the experiemental population reacted anonymously to the guide "Humanizing Education through the Communication Skills." The questions, with the teachers' responses to them, follow:

N = 21

1. How in general do you react to the guide as a helpful/useful document?

Very helpful/useful.	14
Helpful/useful.	7
Of little helpfulness/usefulness.	0

2. Which of the four themes noted in the Table of Contents have you used most?

Number One	(Awareness).	14
Number Two	(Getting Ready).	11
Number Three	(Mastery).	4
Number Four	(Social Inter-) (action).	2

3. Within the theme(s) you have used, which objectives have you emphasized? (Just indicate the page of the guide on which the specific objectives you have emphasized appear.)

A wide spread among twenty-four objectives, of which the following three objectives were mentioned, respectively, seven, six, and five times:

p.42. To help children develop communication skills through experiences that increase their awareness of themselves and the persons and events in their environment. (Grades 3 through 5)

p.82. To help children develop communication skills through experiences that emphasize their understanding of their own ability to communicate. (Grades 3 through 5)

p.32. The same objective as the one on p.42, above, except that this objective was designated for kindergarten through grade two.

4. Which of the teachers' strategies-children's experiences under these specific objectives have you used most?

A wide spread among more than seventy strategies-experiences. The most-used strategies, with related experiences for children, were:

The theme of this experience is: "I can express my feelings, and at the same time learn how others feel."

The theme of this experience is : "I can express my fears, and at the same time learn that other people have fears."

The theme of this experience is: "I can express my frustration, and at the same time learn that other people are sometimes frustrated."

The theme of this experience is: "I sometimes have 'double feelings' and can't make up my mind which way to go."

5. Which of the strategies-experiences you have used seemed to appeal most to your children?

A wide spread among about thirty strategies-experiences. The most appealing strategies-experiences were the same as the most used ones. (See the response to question 4, above.) Additional appealing strategies-experiences were:

The theme of this experience is: "I know that other people and I create different products when we are asked to base our creations on the same theme."

The theme of this experience is: "I have a right to respond to people and things in my own way."

The theme of this experience is: "I can understand how other people feel because I often have similar feelings."

6. If possible, note below the numbers of other strategies-experiences which you think you would like to use in the future.

A wide spread, with the frequently-expressed desire to try them all.

7. Is there a major deficiency in this guide? If so, what is it?

None discernible.	13
Should have had the guide earlier in the year.	3
Some objectives might be achieved through other experiences.	

8. What would you recommend we do to revise and improve the guide?

Nothing.	10
Add some activities.	7
Include grade level or other designations on each page.	3

Make some topics less difficult.	1

9. Have you had occasion to use any of the pages headed "Notes Made by the Teacher?"

No, or not yet.	17
As a reminder only.	2
Yes.	2

10. Do you have a final comment about the relevance of the guide to the problem of helping children increase self-image or self-concept?

The guide is excellent/good. E.G., "Very beneficial." "Interesting and helpful." "Children really enjoy it." "A fantastic aid." "Most helpful." "Well coordinated with the Human Development Program."	14
No comment.	4
We lack some of the necessary equipment.	1
There's too much paper work for teachers.	1

Evidence from Controlled and Informal Observation

A fourth evaluation medium was controlled and informal observation of teachers' and pupils' responses to the experiences they were receiving in connection with the project. A basis for observation was provided by a series of evaluations of the workshop and conference programs in which teachers of the experimental population participated. For example, the August 1974 workshop was evaluated by its participants as follows:

First week, August 12 to 16

One hundred twenty-one substantive written comments were made about the first week's work. Of these, 85.9 percent were affirmative.

The best features of the first week's work were said by workshoppers to be (1) the Magic Circle idea, (2) the work of the Human Development Program consultants, (3) the opportunity to work directly with children, (4) the prospect of trying something worth while "back home", (5) the self-enhancement the participants felt they were gaining.

The poorest features were said to be a tape recording of a theoretical discussion of the self-concept and the exercise called strength bombardment.

Second week, August 19 to 23, including a backward look at the entire workshop

Ninety-seven substantive written comments were made. Of these, 83.5 per cent were affirmative.

The best features of the entire workshop were said by the participants to be (1) personal conversion to a new way of looking at people, (2) pleasant interaction with fellow teachers and consultants, (3) the workshop consultants as "humane models," (4) the content of the Human Development Program, (5) the communication activities, (6) the prospect of trying interesting ideas with children.

The poorest features were said to be (1) the large group activities during which the workshoppers merely listened, and (2) repetition during the second week of Magic Circle and other first week activities (the attempt to "saturate us").

As teachers' experience with the project continued, they gave increasing evidence that they were pleased with it. The careful plans they prepared for use in implementing the project in September, their faithful attendance at project conferences during the year, and their enthusiastic participation in these conferences revealed heightened morale. The teachers' morale was lowest when the teachers received least attention and support. The end-of-year activities, including the visits of monitors to the teachers' classrooms, increased the participants' fervor once more.

The consultants and helping teachers, who monitored activities in the participating teachers' classrooms during the spring of 1975, noted the kinds of questions the teachers asked. These questions showed a higher level of insight relative to the meaning of the project for children than had the questions asked by the same teachers during the preceding autumn.

The monitors observed that the children, who now had had several months' experience in Magic Circle and communication activities, had become increasingly outgoing, considerate of others, and able to perform in the presence of strangers.

A Look Forward

The evaluation data presented in the preceding pages reveal the need to "tighten" evaluation procedures when summative evaluation occurs during a subsequent year of the project's life. The methods of true experimental research, including the use of appropriate pretests and posttests, should include a substitute for or a supplement to the Piers-Harris Self-Concept Scale, which has several limitations, including its inability to test adequately the older children in the project. A pre and post measure of communication skill, which was not utilized during the formative evaluation year, must be adopted or developed. Observation schedules for use with pupils and teachers should be prepared. Data about related and concomitant effects of the project might be gathered. The participating teachers have suggested possibilities for a listing of related and concomitant effects on children: ability of children to summarize, ability of children to retain information, ability of children to follow directions, reduction of hyperactivity among children, reduction of the children's tendency to interrupt others, reduction of the children's tendency to "put other people down"; and enhancement of all-round good feeling among children.

The participating teachers indicated that they noticed changes in themselves resulting from having worked in the project: heightened awareness of children's feelings, increased understanding of children's problems as a consequence of Magic Circle and communication activities, a tendency to see children as "whole people," a tendency to look directly at children while talking with them, and increased consciousness of their own nonverbal behavior.

A year's experience with the Cumberland County project reveals its promise in making an important difference in the ways children feel about themselves and in the ways in which they are able to communicate with other people. The data which the effort at formative evaluation has produced have suggested several ways in which teaching strategies and materials need to be altered so that the objectives of the project may be achieved. A project of such potential worth needs to be continued in the public schools of Cumberland County and to be undertaken in other public and private schools.

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